DOCUMENT RESUME

ED 106 459 95 CE 003 613

TITLE	Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Second-Year Report: FY '74.
INSTITUTION	Colorado State Univ., Ft. Collins. Dept. of Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	30 Jun 74
GRANT	OEG-0-72-1444
NOTE	84p.; For related volumes see CE 003 612; CE 003 614-5
EDRS PRICE	MF-$0.76 HC-$4.43 PLUS POSTAGE
DESCRIPTORS	Adult Education; *Adult Educators; Annual Reports; Community Involvement; Consortia; Cooperative Programs; Educational Programs; Individualized Programs; Inservice Teacher Education; Instructional Staff; Interinstitutional Cooperation; Performance Based Teacher Education; *Program Descriptions; *Program Development; Program Evaluation; *Regional Programs; *Staff Improvement; Statewide Planning; Teacher Education
IDENTIFIERS	Adult Competency Training; *Project ACT

ABSTRACT

The second-year report describes Project ACT (Adult Competency Training) efforts from July 1, 1973 to June 30, 1974 to develop a regional staff development system. Three elements were perceived to be essential: a regional consortium organization to effectively implement ACT programs, State-by-State and region-wide; a multi-dimensional trainer capability; and an extensive array of training units. Six objectives and strategies are discussed and evaluated in terms of their accomplishments: (1) facilitating continued evolvement of the regional consortium organizational framework; (2) further development of State adult staff development plans and integration of these plans within the regional consortium framework; (3) a conference for State agencies, State officials, school officers and adult educators to discuss the development of adult staff development support and to promote community involvement; (4) the extension of "local adult education leadership" Individualized Training Programs (ITP); (5) the development of regional resource teams to provide adult educator training experiences; and (6) the development of training modules. The ACT information system; participant profiles; interview questions and a systematic approach to the development of ITP's; evaluation reports; and reports to the policy board are appended. (JB)

ED104459

FEB 1 0 1975

FEB 13 1975

PROJECT ACTVIB

SECOND YEAR REPORT

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

Second Year Report: FY '74

PROJECT ACT (ADULT COMPETENCY TRAINING): REGION VIII ADULT EDUCATION STAFF DEVELOPMENT

Department of Education
College of Humanities and Social Sciences
Colorado State University
Fort Collins, Colorado

June 30, 1974

The work presented or reported herein was performed pursuant to a grant with the U. S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education and no official endorsement by the U. S. Office of Education should be inferred. OEG-0-72-1444.

Colorado State University does not discriminate on the basis of race, color, religion, national origin or sex. The University complies with the Civil Rights Act of 1964, related executive orders 11246 and 11375 and all civil rights laws of the State of Colorado. Accordingly, equal opportunity for employment and admission shall be extended to all persons and the University shall promote equal opportunity and treatment through a positive and continuing affirmative action program.

TABLE OF CONTENTS

	Page
INTRODUCTION	1
Purpose	1
OBJECTIVE 1	2
Phase II Accomplishments	2
OBJECTIVE 2	4
Phase II Accomplishments	5
OBJECTIVE 3	7
Phase II Accomplishments	7
OBJECTIVE 4	8
Phase II Accomplishments	8
OBJECTIVE 5	10
Phase II Accomplishments	10
OBJECTIVE 6	11
Phase II Accomplishements	11
SUMMARY	12
APPENDICES	14
Appendix	
A -- PARIS -- Project ACT Resource Information System	15
B -- Individualized Training Programs, Participant Profiles	18
C -- Individualized Training Programs, Initial Assessment Interview Questions	27
D -- Critical Path Method: A Systematic Approach to the Development of Individualized Training Programs	31

PAGE

APPENDIX (CONTINUED)

E -- PROJECT ACT, SECOND YEAR INTERNAL EVALUATION REPORT 33
F -- PROJECT ACT, REGIONAL RESOURCE TEAM COMPOSITION 59
G -- REPORT TO POLICY BOARD, MARCH, 1974, INDIVIDUALIZED TRAINING PROGRAMS AND REGIONAL RESOURCE TEAMS 62
H -- PROJECT ACT, JUNE, 1974, WORKSHOP EVALUATIVE REPORT 66
I -- REPORT TO POLICY BOARD, JUNE, 1974, REGIONAL RESOURCE TEAMS 70

INTRODUCTION

PURPOSE

Project ACT, in its three year program of operations, is designed to serve as the catalyst in Region VIII for the development of a self-sustaining Regional Adult Staff Development System. Its design includes facilitating the evolvement of three elements perceived as essential to such a system. Those elements include the establishment of:

a) A regional consortium organization to achieve effective, representative decision-making toward a mutually supportive (coordinative) mobilization and utilization of training resources (trainers, trainees, materials, facilities, equipment, and financial capabilities) in the implementation of competency-based adult staff development programs on a continuing basis, state-by-state and region-wide.

b) A multi-dimensional trainer capability state-by-state and for the Region as a whole.

c) An extensive array of training units -- inclusive of training materials and designed learning experiences -- which trainers can package and bring to bear on the competency needs of adult educators throughout the region.

Project ACT has recently completed its second year of operation (Phase II). Six specific objectives expanded from Phase I and designed to provide systematic direction toward the achievement of a self-sustaining regional adult staff development system in Region VIII were established for Phase II. The Project's progress toward achieving these objectives is presented in this report. Each objective will be stated and followed by a discussion of the progress made related to that objective during Phase II. Particular emphasis will be placed on the accomplishments of the last six months. (The reader is referred to the Phase II interim report for progress on objectives during the first six months of Phase II as well as the accompanying strategies).

OBJECTIVE 1

To facilitate continued evolvement of the Region VIII consortium organizational framework, including:

a) consolidation of the Policy Board function as a self-sustaining, Regionwide unit for the continuous planning, implementation, evaluation, and coordination of a regional adult staff development program; and

b) further evolvement of the State Strategy and Local Sounding Board elements of the vertically linked organizational system -- each to conduct, at its level of responsibility, continuous planning, implementation, evaluation and coordination of an adult staff development program as an integral part of the regional consortium effort.

Phase II Accomplishments

The information presented below is intended to highlight accomplishments which evidence progress toward the attainment of objective 1 with emphasis on the final six months of Phase II.

Based on a concern for perpetuation of the Regional Consortium, the Policy Board appointed a special Task Force (October, 1973) to study the composition and representation of the Board. The Task Force (comprised of two Policy Board members, the Region VIII Program Officer and one ACT staff member) made its recommendations to the Board at the January Policy Board meeting. It was the feeling of the Task Force that if the Project is no longer Federally funded, the long range goal of Project ACT could not be achieved as long as the Policy Board is structured as at present. The primary reasons for this conclusion were:

1. The members of the Policy Board are not in decision-making positions in regards to the allocation of funds for the continuation of Project ACT.

2. Because many of the members of the Policy Board must wear "two hats" (making policy and assisting in the implementation of that policy) they do not have the freedom to develop on-going programs in their various state or institutional assignments.

The Task Force, through these conclusions, made the following recommendations to the Policy Board which were considered and accepted:

A. That the Policy Board at its next meeting reaffirm its primary function as being that of policy making.

B. That the Policy Board recommend that the state strategy boards be strengthened by addition of 1) the chief state school officer (with the provision that he or she may be represented by a person who has the authority to officially represent and make commitments for the office). 2) A representative from one or more teacher training institutions within the state, again, having the authority to make commitments for the institution to the project.

C. That Regional Policy Board members also serve on state strategy boards, thus helping to assure effective communication between state and regional representatives concerned with adult staff development.

Progress relative to the evolvement of State Strategy and Local Sounding Boards was evident in Phase II. Montana, South Dakota and Colorado are functioning with active Boards at the State level. Montana and South Dakota are addressing the local sounding board component by the identification of regions within the states. Adult educators from these regions are joining together to identify training needs and are organizing for multi-county training sessions.

The Policy Board met three times during the last six months of Phase II (January, March and June). During the March meeting the Board had an opportunity to observe the first Regional Resource Team Workshop. They were not only able to get a first-hand view of the RRT concept but also had the chance to meet and observe the second year participants who were receiving their first

exposure to Project ACT.

The possibility of having a region-wide dissemination and planning conference with decision makers from the states (Policy Board members, Strategy Board members, Institutions of Higher Education, governors, etc.) was discussed. A date was set but later postponed indefinitely because Governors, Chief School Officers and others were attending another Association meeting the same day. (The reader is referred to Objective 3 for further information.)

The Board requested technical assistance to refine state staff development plans. In May, Dr. Paul Butterfield of Ogden, Utah was hired and began working immediately with the six states.

OBJECTIVE 2

To encourage continued evolvement of state adult staff development plans and integration of these plans within the Regional Consortium framework in a manner that provides for satisfaction of unique state-by-state adult educator training needs as well as satisfaction of training needs common to several states within Region VIII and/or the Region as a whole. Particular emphasis will be placed upon:

-Expansion (both qualitatively and quantitatively) of assessment of competency needs of the various adult educator "client-types" (ex.: administrators, teachers, counselors, paraprofessionals, etc.).

-Determination and establishment of priorities of short- and long-term training needs of the various adult educator "client-types."

-Identification of resources necessary and currently available to meet adult educator training needs, to include human resources (trainer and trainee expertise), "site" resources (exemplary programs, projects for "on-site" observation), literary resources, audio-visual resources, training packages, training programs, and financial resources.

-Development of additional resources necessary to meet both short- and long-term adult educator training needs.

-Implementation and evaluation of adult educator training programs/ activities designed to meet competency needs of the various adult educator "client-types" within the Region utilizing existing and "new" training resources, with emphasis on cooperative planning within, between and among the states in Region VIII.

Phase II Accomplishments

Critical to the accomplishment of Objective 2 is the expansion of the assessment of adult educator competency needs and the determination and establishment of priorities of training needs. With this in mind, the staff and Policy Board began planning a comprehensive needs assessment process. Adult educators working in local programs funded by state grant (304) monies will comprise the initial population. It is hoped that the Regional ASD Needs Assessment will provide:

a) for uniformity of data collected throughout the six state area
b) a system for ongoing ASD Needs Assessment
c) data relative to perceived training needs of those adult educators surveyed.

A computer program will be designed which will provide information relative to perceived training needs of the following types:

a) Variables such as age, sex, ethnic backaground, education level attainment, time devoted to adult education, number of years in adult education related work, position, subject matter taught, language ability, (including dialectical inferences) etc.
b) State and local (or multi-county, etc.) responses and Regional Summary.
c) Information which will allow for identification of local programs and rate of personnel turnover.

d) Information pertaining to preference for methods of ASD training.

e) Information pertaining to availability for training.

Summary data (Regional and State-by-State) will be provided to each individual completing the assessment instrument. More specific "breakouts" will be provided to Regional Policy Board Members. It is expected that once the first survey has been completed and the data analyzed, refinements in the system will be made so that by the end of FY 75, a viable means of continuing Regional ASD Needs Assessment will have been established.

One of the most essential elements of Project ACT is its Resource Center. It contains publications, AV materials and information concerning human and "site" resources that are necessary for the improvement of adult educator competencies. The information available through Project ACT is controlled and maintained by a computer-based data management system which serves the varied needs of Project ACT participants in the six member states. The system, called the Project ACT Resource Information System (PARIS) allows the user to select and procure any or all needed information from the resource listing, and monitors and controls the lending of a resource to a recognized participant of the system (See Appendix A, PARIS - Project ACT Resource Information System). During the last half of Phase II, the resource bank has grown considerably and two publications describing the functions of the system (the Project ACT Resource Information System listing and the companion User's Guide, available through the Resource Center) have been developed.

Other accomplishments related to Objective 2 include:

-Two editions of a regional newsletter which were designed and distributed.

-Documentation which shows that 93.1% of the training sites and consultant visits recommended in the Individualized Training Programs were from within Region VIII. Only 6.1% were external to the Region. A number of the persons identified as consultants were involved with the Project as first year participants.

OBJECTIVE 3

To seek increased involvement by public and private organizations, institutions, agencies, groups and individuals to become involved in planning and implementation of adult educator training programs.

Phase II Accomplishments

With the addition of 36 new participants, the total number of adult educators involved with the Project increased to 60. It is hoped that this increase will have strong, positive implications on the "multiplier effect" at the local and state levels.

At its January meeting, the Regional Policy Board and Project Staff discussed various aspects of the "self-sustaining system" goal of Project ACT. It was the consensus that any transition from federal to regional and state responsibility will require greater support within each of the states. To further develop this support, it was recommended that a "dissemination and commitment" conference (including governors from the six states of Region VIII, budget committee members of state legislatures, chief state school officers, presidents of institutions of higher education, deans of colleges and Project Policy Board members) be planned for June, 1974. The conference would provide a medium whereby national, regional, and state adult education and staff development needs and projections, Project ACT achievements, etc., could be described. With the foregoing information as a basis, the requirements for adult education program and adult staff development support could be discussed as a region-wide and state-by-state responsibility. Such dialogue would expectantly yield an essential commitment from the leaders present. Initial plans for the Conference were made, however scheduling problems (governors and chief state school officers were not available during June) caused postponement of the conference.

OBJECTIVE 4

To provide continued emphasis on "local adult education leadership" individualized, competency-based training programs, to include:

a) further development of individualized, competency-based approaches to meeting staff development needs of the initial Project ACT participants including expansion of the numbers and kinds of materials and learning experiences available to them.

b) identification and participation of additional "local adult education leadership" -type participants to become involved in individualized, competency-based training programs.

Phase II Accomplishments

Although most of Objective 4 was accomplished during the first half of Phase II, the addition of 36 new participants during the March Conference initiated innovation and refinement of Individualized Training Program (ITP) selection and program development process. These participants had a variety of backgrounds and experiences (See Appendix B - Participant Profiles).

The process for screening applications of those wishing to participate in the project was refined. The application forms were sent to Policy Board members for dissemination. The final decisions on the applications were made by the seven-person screening committee (one person from each state and a staff member). All new participants were gathered together for orientation as well as their Individualized Training Program interviews.

A different interviewing approach was used to assess each participant's needs. Three teams, consisting of two persons each, conducted individual interviews with each of the 36 new participants over a period of eight hours. This process of combining resources not only makes it possible to bring a large group together and still have one-to-one contact, but also allows for two different interviewer perceptions. Through a step-by-step process, the

interviewers asked the participant questions that would help him/her identify competency strength and competency need areas (See Appendix C for a list of interview questions).

By the end of the three and one-half day March meeting the new participants were oriented to the project, had opportunity to meet staff, first-year participants, Board members, and became aware of resources available through the ACT Resouce Center. In addition, new participants were able to observe first-year Regional Resource Team members conducting training experiences. At the conclusion of the meeting each new participant had opportunity to discuss the competency need areas that would be addressed in his/her ITP. In addition, new participants held initial Regional Resource Team meetings at the March Conference.

Using the Critical Path Method (See Appendix D), the staff was able to develop 36 ITPs in 45 days. New participant ITP's are in two phases and will run from May to August (Phase 1) and October to March (Phase 2). Needs will be reassessed in August to allow for development of Phase 2 ITP's. Due to the experience in designing first-year participant programs, a great deal of time was saved in constructing the programs. Adaptations to meet needs did have to be made, however, since the level of experience in a given competency-need area was never exactly the same for each participant. It is interesting to note that by the time the second-year participants began their project involvement, some first-year participants were acting as their facilitators and consultants.

Evaluation was a central component of every program (See Appendix E - Second Year Internal Evaluation Report). Data was collected from participants, consultants and groups in their immediate situation. Information pertaining to ITP evaluation will be available in the coming months.

OBJECTIVE 5

To facilitate development of "Regional Resource Teams" (comprised of current and "new" Project ACT Individualized Training Program participants) whose responsibility it will be to provide adult educator training experiences within Region VIII in their respective competency area(s).

Phase II Accomplishments

The RRT concept was envisioned and initiated during FY '74. In order to put the accomplishments of the last half of Phase II in proper perspective, a synopsis of the accomplishments of the first half of Phase II will be presented. The reader is referred to the Phase II Interim Report, Objective 5, for a more detailed look at those accomplishments.

In December, 1973, five RRTs, designated on the basis of five priority adult educator compentency need areas, were developed. Membership included first-year Project ACT participants, each offering a variety of skills, insights and ideas to the team processes of development and implementation. With the addition of new participants in March, the teams not only grew in size but also in number. Three new resource teams, completely consisting of new participants, were formed. (See Appendix F for a list of Regional Resource Teams.)

A report on RRT purpose and accomplishments was given to the Policy Board in March (see Appendix G for specific information).

In June, a workshop was held which offered each RRT the opportunity to demonstrate the training package they had developed. For five teams, (the initial five who presented in March) this was their second presentation, however, the addition of new participants changed the composition, and therefore the content, of these teams presentations. Three teams presented for the first time. (See Appendix H for Project ACT June Workshop Evaluation Report.)

RRTs are currently at varying stages of development. However each team is preparing to formalize long range plans. Teams are considering structuring of training modules and other supporting materials which will be used by the Teams in staff development activities in the field and that will complement total Project efforts in the module development area.

It is important to note that after only a few developmental sessions the Teams were beginning to provide training in the field. Members of the Recruitment/Retention and Individualized Approaches to Instruction Teams were invited to provide training in the field on two occasions. A member of each Team worked with a group of Adult Educators in Rock Springs, Wyoming on April 5, 1974. Original team members of both Teams conducted workshops in their respective content areas for the North Dakota Adult Basic Education Conference in Mandan, North Dakota on June 5-6, 1974. Team members were reimbursed for travel expenses and per diem by the 2 states. (See Appendix I for more detailed information relative to the progress of RRT's as of the end of June, 1974.)

OBJECTIVE 6

To engage in development of training modules, packages and/or activities designed to meet the competency needs of the various adult educator "client-types" in Region VIII.

Phase II Accomplishments

Because Project ACT has designed and implemented an essentially new and different approach to Adult Staff Development (ASD) (an approach in which no specifically tested models for individual instruction of adults existed), it has found it necessary to chart its own way almost without exception. It has therefore been difficult to establish definitive Project staffing and other resource needs within given time frames. Because of this time frame, much of Objective 6 has not been accomplished. To have forced its development would

either have caused funding waste to occur or would have pressured certain activities into being prior to their most appropriate phasing in the total Project effort.

It became apparent during FY 1974 that the module development effort could not achieve its fullest potential until individual training needs assessment was completed and individualized training programs were well underway. Additionally, Regional Resource Team (RRT) development and utilization -- which is emerging as one of the most significant of all potentials for a self-sustaining regional ASD system -- further delayed module development until such a time as RRT needs for specific modules could be carefully identified.

Further, it was necessary to direct considerable effort in FY 1974 toward the identification of existing resources of the other nine Regional ASD Projects and 309b projects which are relevant to training module development. The collection of information and materials from the above mentioned sources was deemed necessary in order that the most educationally viable approach be utilized in the actual development of the Project ACT training modules and so that no duplication of efforts in other parts of the country would occur.

While module development activities were delayed because of the above noted situations, some progress toward achievement of Objective 6 was evidenced. The staff established general guidelines related to the process of module development. Additionally, a member of the Individualized Approaches to Instruction Regional Resource Team developed a series of training modules on teaching English as a Second Language. The modules are currently being tested in the field and will be refined as deemed appropriate.

SUMMARY

Six specific objectives were established for Project ACT's second year of operations. These objectives were designed to provide systematic direction

toward the achievement of a self-sustaining regional adult staff development system in Region VIII. This report has detailed progress made in FY '74 toward the accomplishment of Project objectives.

Highlights of those accomplishments evident by the end of the Project's second year include increased activity related to organizational aspects of the regional consortium, at local, state, and particularly regional levels; plans are underway for the conduct of a region-wide adult staff development (ASD) needs assessment; the Project ACT Resource Information System (PARIS), a computerized system for storage of retrieval of ASD resource materials is operational; a total of 60 Individualized Training Programs for adult educators throughout the region have been developed and are being implemented; and eight Regional Resource (Trainer) Teams have been identified and are being operationalized. These highlights indicate concrete steps toward the evolvement of an on-going system for adult educator staff development in Region VIII. Yet, there is much that remains to be done in the Project's third and final year under federally funding. The continued commitment of Project Board members, participants, and staff during fiscal year 1975 is crucial to the achievement of a staff development system which can be sustained by state and local support.

APPENDICES

APPENDIX A

PARIS -- PROJECT ACT RESOURCE INFORMATION SYSTEM

PARIS: Project ACT Resource Information System*

The Project ACT Resource Information System is designed to aid the development of a self-sustaining, competency-based, Region VIII adult staff development system through the provision of training materials (literary and audio-visual), equipment and information concerning potential consultants and training sites related to the needs of adult educators throughout the region. The information available through Project ACT is controlled and maintained by a computer-based data management system. This system allows the user to select and produce any or all needed information from the resource listing, and monitors and controls the lending of a resource to a recognized participant of the Project ACT Resource Information System.

The Project ACT Resource Information System listing, the companion User's Guide and the color video-tape PARIS describe the functions of the system. Briefly, PARIS supports the following:

1. Retrieval of information by check-out request through use of the item identification numbers, author or title.
2. Verification of materials received through provision of a list to the user.
3. Identification of overdue items; items returned.
4. Retrieval of information by resource information request through a) provision of computer print-out by item, interest and/or sub-interest category, b) print-out by item title, c) print-out by item author, d) print-out of items by a particular author.
5. Addition/deletion of items.
6. Identification of location of items by state and local area.
7. Provision of mailing labels for packages to participants.
8. Provision of ID labels for items stored in the Center.

---

* Copyright 1974 by Colorado State University, Research Foundation (all rights reserved).

PARIS INTEREST CATEGORIES

11 ABSTRACTS
- 01 MULTIMEDIA
- 02 ERIC
- 03 MEX-AM ABE

12 BIBLIOGRAPHIES
- 01 ABE
- 02 CROSS-CULTURAL
- 03 A.E. GENERAL

13 DIRECTORIES
- 01

14 EDUCATION (GENERAL)
- 01

15 ADULT EDUCATION
- 01 GENERAL
- 02 STATE
- 03 THESES

16 RESEARCH
- 01

17 EVALUATION
- 01 PROCESS (HOW TO--)
- 02 GENERAL
- 03 ABE

18 REPORTS
- 01

19 PROJECTS
- 01 GENERAL/TCHR TRNG
- 02 CROSS CULTURAL (ESL, BI-LING.)
- 03 COMMUNI-LINK
- 04 RFD
- 05 AAEC

20 COUNSELING + GUIDANCE
- 01 CAREER EDUCATION
- 02 VOCATIONAL ED.

21 COMMUNITY EDUCATION
- 01

22 CORRECTIONS

23 ADMINISTRATION
- 01 GENERAL
- 02 STAFF DEV./TRNG
- 03 RECRUITMENT/RET.

24 ADULT TEACHING AND LRNG
- 01 GENERAL
- 02 HANDICAPPED

25 CURRICULUM THEORY/DESIGN
- 01 METHODS/TECHNIQUES

26 CURRICULUM CONTENT
- 01 EARLY LANGUAGE DEVEL.
- 02 READING
- 03 WRITING
- 04 ENGLISH
- 05 ESL
- 06 MATHEMATICS
- 07 GED
- 08 CONSUMER EDUCATION
- 10 CAREER EDUCATION
- 11 NUTRITION/HEALTH

27 LITERATURE (GENERAL)
- 01

28 PERIODICALS--
NEWSLETTERS, CATALOGS } 01

29 THE INDIVIDUAL
THE GROUP, LEADERSHIP-- } 01

30 MIMEOGRAPHED MATERIALS
- 01

31 CROSS-CULTURAL (GENERAL)
- 01 ECONOMIC
- 02 AGE
- 03 RACIAL-ETHNIC
- 04 SEX
- 05 RELIGIOUS

32 CROSS-CULTURAL (RACIAL)
- 01 INDIAN
- 02 MEXICAN AMERICAN
- 03 NEGRO
- 04 ORIENTAL
- 05 (OTHER)

33 EQUIPMENT

Appendix B

Individualized Training Programs
Participant Profiles

PARTICIPANT PROFILES

Each member of Project ACT's second group of participants contributes his own unique background of education, skills, and accomplishments to the program. Listed below are some of the more noteworthy features of each participant's experiences. This information was obtained by summarizing the Participant Data Sheets submitted by each of the members.

Larry Abplanalp - Duchesne, Utah

-Community education coordinator in Duchesne
-B.A., Utah State University, Elementary Education
-M.S., Community Education Leadership, Brigham Young University
-Has worked one-two years in adult education
-Works with a primarily rural population
-Coordinator of a community education program that includes adult education

Charley Archambault - St. Francis, South Dakota

-Director of Rosebud, South Dakota, ABE Program; also GED classes and testing and program fiscal responsibility
-Three years undergraduate study of English and Psychology
-Has worked three-five years in adult education
-Works primarily with an American Indian population in a rural setting

Rachel Braine - Lame Deer, Montana

-GED coordinator: recruiter, counselor, teacher, program developer, etc.
-B.S., Boston University, Elementary Education
-Montana and Massachusetts teaching certificates, K-8
-Has worked less than one year in adult education
-Works with American Indians in a reservation setting

Paul Butterfield - Ogden, Utah

-Director of Continuing Education and Vocational Education, Conferences, Off-Campus Extension
-B.S., Utah State University, Vocational Agriculture
-M.E., Colorado State University, Agricultural Education
-Ph.D., University of Wisconsin, Adult Education
-Has worked eleven-fifteen years in adult education
-Works with urban/suburban residents, primarily Caucasian
-Extensive conference and workshop experiences

Carl Carlsen - Casper, Wyoming

-Teacher of elementary learning, disabled children
-ABE teacher
-A.B., Philosophy and Sociology
-Th.M., Old Testament
-M.A., Special Education
-Has worked less than one year in adult education
-Works primarily in an urban setting with a basically Caucasian clientele

Mose Charging Thunder - Porcupine, South Dakota

-Supervision, budget planning, and in-service training coordinator for Adult Learning Centers on the Pine Ridge Reservation
-Completing B.A. work at Chadron State College in Composite Social Science, with minors in Sociology and Art
-Has worked one-two years in adult education
-Works exclusively with American Indians on the Reservation

Enid Dangerfield - Loveland, Colorado

-ESL instructor, tutor trainer and coordinator, citizenship instructor, and resource person at Volunteers Clearing House
-B.A., Denison University, French
-M.A., ESL, School for International Training
-Vermont Teaching Certificate
-Has worked less than one year in adult education
-Works primarily with Spanish-surnamed residents in an urban setting

Ruth Darlington - Brighton, Colorado

-Curriculum development, paraprofessional training, and public relations work to bring together the Spanish and Anglo communities
-B.A., Mt. St. Vincent College, English and Special Education
-M.A., Columbia University, Romance Languages
-Has worked three-five years in adult education
-Works with a rural (farm and small town) American Indian population on the Yankton Indian Reservation

Avon K. Dimick - Price, Utah

-Community School Coordinator for Carbon County School District--including adult education and county recreation programs
-B.S., Utah State University, History and Education, teaching certificate
-Has worked less than one year in adult education
-Works with a small town population, primarily Caucasian and Spanish-surnamed

Leslie Dunn - Brigham City, Utah

-District director of adult education and community schools
-B.S., Utah State University
-M.S., Utah State University
-General secondary and administration credentials
-Has worked over fifteen years in adult education
-Works with Caucasian, Spanish Surnamed, and American Indian individuals in a town setting
-Has had extensive workshop experiences in Community Education, Extension and other areas

Marjorie Gange - Eagle Butte, South Dakota

-Director of ABE for Cheyenne River Reservation
-B.S., University of North Dakota, Education
-Extension work in Psychology, Guidance, and Counseling
-Has worked three-five years in adult education
-Works primarily with an American Indian population on the reservation
-Extensive workshop experiences in nearly all facets of adult education

Jon Gilbert - Buford, Wyoming

-Director of the Cheyenne Adult Learning Center
-Literature and Science teacher at the center
-B.A., University of Wyoming, English and Education
-Peace Corps training in Community Development at the University of Oklahoma
-Has worked three-five years in adult education
-Works in an urban environment with primarily Caucasian, Spanish-Surnamed, and Oriental individuals

Carlin Good - Rock Springs, Wyoming

-Director of Right to Read adult community literacy program
-ESL teacher, program coordinator and implementer
-B.A., Seattle University, History
-Works primarily with Caucasian, Spanish-Surnamed, and Oriental clients in a town setting
-Has had extensive adult education workshop and course work experience

Carolyn Good - Trinidad, Colorado

-Curriculum specialist at Trinidad State Junior College; supervises instruction of ABE/GED programs and staff
-B.S., Ohio State University, including Vocational Education teaching certificate
-M.Ed., Colorado State University, Vocational Education--Home Economics
-Has worked three-five years in adult education
-Works in a small town setting with Caucasian and Spanish-Surnamed individuals

Edwin Gunderson - Casper, Wyoming

-Organizer and director of a drop-out program for junior and senior high school students in the district
-B.A., Penn College, History
-Certificates in Education and Learning Disabilities
-Graduate work in Special Education, University of Wyoming
-Has worked less than one year in adult education

Tena Hanes - Big Horn, Wyoming

-ABE instructor for the community and the Intertribal Alcoholic Treatment Center
-Reading program director
-B.A., University of Wyoming, English and Education to qualify as a secondary school teacher
-Black Hills State College - Social Studies hours to qualify as a secondary Social Studies teacher
-Has worked three-five years in adult education
-Works with American Indians and Caucasians in a rural and small town setting

Bob Hoffman - Denver, Colorado

-Coordinator of Instructional Laboratories at Denver Community College
-B.A., Psychology, with Sociology and Biology minors
-M.A., Psychology
-Working on a Ph.D. program in Higher Education Administration
-Has worked three-five years in adult education
-Works with diverse racial groupings in an urban-suburban atmosphere

Richard Jaeger - Dickinson, North Dakota

-Psychiatric social worker; school social worker in a two-county area
-A.A., Bismarck Junior College
-Ph.B., Social Work, University of North Dakota
-M.S.W., Social Work, University of Iowa
-Has worked six-ten years in adult education
-Works with an upper middle class population in a rural/small town setting
-Extensive workshop experience in adult education and social work

Dorothy Langemo - Valley City, North Dakota

-Associate Professor of Elementary Education, Valley City State College
-Supervise student teachers; work with public school teachers
-M.S., Elementary Education, University of North Dakota
-Has not worked in "adult education" as such
-Works primarily with a Caucesian population in a small town setting
-Has had extensive workshop experiences in many areas of education

Susan Mielke - Missoula, Montana

-Teacher and administrator of an ABE Program
-Learning Center coordinator at the Missoula Technical Center
-B.A., Social Science, University of Montana
-Many other education courses and/or workshops at the University of Colorado, Idaho State University, and SUNY at Albany
-Has worked six-ten years in adult education
-Works primarily with an Oriental population in a small town and semi-rural setting

Chester Monson - Deer Lodge, Montana

-History and Earth Science teacher at Montana State Prison
-B.S. and education certificate, Social Science and Music, Western Montana College
-M.S., Sociology and Personnel Management, University of Montana
-Has worked one-two years in adult education
-Works with inmates at Montana State Prison -- primarily American Indians and Caucasians

Russell Mouritsen - Salt Lake City, Utah

-Program director for both credit and non-credit programs
-Media coordinator for the Division of Continuing Education at the University of Utah
-B.A., Brigham Young University
-M.Ed., University of Utah
-Has worked three-five years in adult education
-Works primarily with Caucasians in an urban setting
-Some local and national workshop training experiences

Elaine Naccarato - Trinidad, Colorado

-Vocational laboratory supervisor at Trinidad State Junior College, including the implementation of learning packets
-B.A., Science with a Psychology minor, Adams State College
-Has worked less than one year in adult education
-Works with a primarily rural Spanish-Surnamed, Caucasian, and American Indian population
-Has some workshop experience in adult and continuing education

Timothy Rivera - Denver, Colorado

-Director of Ethnic Studies and coordinator of outreach programs at the Community College of Denver
-B.A., Education, with English and Spanish minors, Adams State College
-M.A., Latin American Literature, University of Colorado
-Has worked three-five years in adult education
-Works primarily with Caucasian and Spanish-Surnamed individuals in Denver

Catherine Sample - Longmont, Colorado

-Intern for adult evening programs and adult basic education with the St. Vrain Valley Public Schools
-B.S., Social Sciences with teaching certificate, Mississippi State College for Women
-Graduate work in adult, vocational, and community education at the University of Northern Colorado
-Has worked less than one year in adult education
-Works with a small town and rural population base, dealing primarily with Caucasian and Spanish-surnamed individuals

Dale Sattler - Dickinson, North Dakota

-Administrator in the State Vocational Rehabilitation Program
-Head instructor in the ABE program
-B.S., Social Studies, Dickinson State College
-Extensive Job Corps training experiences
-Has worked six-ten years in adult education
-Works in a small town, semi-rural area, primarily with Caucasians

Jack Scott - Great Falls, Montana

-Adult education coordinator, school district #1, Great Falls
-B.S., Physical Education, Edonomics and Sociology minors, University of Montana
-M.Ed., Counseling, Washington State University
-Vocational Education-Extension course work
-Has worked less than one year in adult education
-Works primarily in an urban environment with Caucasian individuals

Janet Spaulding - Stephan, South Dakota

-Teacher and resource person for ABE and GED preparation classes at the Crow Creek Reservation H. S.
-B.S., Business Administration, North Dakota State University
-Fifth year teaching certificate, University of Puget Sound
-Has worked in adult education over fifteen years
-Works entirely with American Indians in three areas of settlement on the reservation
-Has had extensive workshop and training experiences in many areas of education and human relations

Lucy Stromquist - Longmont, Colorado

-ABE-GED teacher for St. Vrain Valley Schools; assistant for curriculum development
-1 1/2 years of Pre-Med training, Colorado State University
-One year in Aeronautical Engineering training, Iowa State University
-Has worked three-five years in adult education
-Works in a small town setting with primarily Caucasian, but also Spanish-surnamed and Oriental individuals
-Extensive adult education workshop experience

Bill Shupe - Helena, Montana

-ABE instructor and recruitment specialist, Concentrated Employment Program, Helena, Montana
-B.A., Carroll College, Political Science
-M.A., Political Theory, the New School for Social Research, New York
-Has just begun working in the field of adult education
-Works with the townspeople of Helena
-Has an extensive background in Psychology
-Worked for four years with a management consultant firm in New York City

Arlo Stevick - Devils Lake, North Dakota

-Adult education coordinator at Lake Region Junior College
-B.S., Business Education, Minot State College
-M.A., Vocational and Adult Education, Oregon State University
-Post-graduate work in Vocational Education at the University of North Dakota
-ABE work at the University of North Dakota
-Has worked six-ten years in adult education
-Works primarily with Oriental and American Indian clients in a rural setting

Mona Swanson - Brookings, South Dakota

-Library director for city and county of Brookings
-B.S., Elementary Education, with minors in Library Science and English, Northern State College
-M.S.L., Librarianship, Western Michigan University
-Works with a primarily Caucasian rural and small town population
-Has worked three-five years in adult education

Arthur Terrazas - Greeley, Colorado

-ABE-GED instructor and program curriculum developer, Aims College
-Working on a combined B.A. and M.A. program in the School of Educational Change at the University of Northern Colorado in ABE
-Has worked one-two years in adult education
-Works with both rural and urban clients, Caucasian and Spanish-Surnamed
-Has taught ESL, ABE, and GED

C. Brent Wallis - Ogden, Utah

-Director of Utah Skills Center North - Adult and Vocational Education in a three-county area
-B.S., Industrial and Technical Education with Vocational Education and secondary teaching certificates, Utah State University
-Work on M.S. degree, Industrial and Technical Education, Utah State University
-Works with urban/suburban dwellers, primarily Caucasian and Spanish-Surnamed
-Has worked three-five years in adult education

Appendix C

Individualized Training Programs
Initial Assessment Interview Questions

1. Please tell us who you are and what you hope to gain from this training opportunity.

   a. As a future member of an ACT Regional Resource Team, what knowledge and skills would you be willing to share with others?

   b. Of the knowledge and skills mentioned, please identify those you prefer to share <u>at this time</u>.

2. Please make a list of problems that are of concern to you. Feel free to talk about yourself as well as your work situation or community, etc.

3. Of these problems you have listed, which three have highest priority -- which are most pressing at the moment?

4. What kind of learning experiences do you feel would be of most value to you in helping to solve these three problems?

5. Use your wildest imagination and assume availability of all the money, time, learning facilities, equipment, etc., that might be necessary in answering these questions:

   If you were free to choose any learning activity or situation in any area of study and in any place, what would you most like to do in order to improve yourself? Why?

   Where would you choose to do it? Why?

   Whom would you choose as an instructor or associate? Why? (individuals or groups)

6. Do you know of an adult education program that is so successful that you would like to visit and study first-hand? Where?

   What is it about the program that attracts you? Why do you feel it has been successful -- what are the reasons for its good results?

7. Please name a local director you consider outstanding (if you indeed know one).

   What is it that he does that you would like to do?

8. What are some of the most important personal characteristics or abilities and job skills you feel an adult education coordinator or local director should possess?

   Which of these do you believe you already possess?

9. What do you see as the greatest needs or wants for adult education in your community at present?

   Have these wants and needs changed much in your community over the past few years?

   In what ways do you see your community's wants and needs changing in the next few years?

10. Describe a work related experience that you found to be especially dissatisfying to you.

    Describe a work related experience that you found to be especially satisfying to you.

11. If you could change things in your community, what would you change? In what way? Why?

    Do you feel comfortable with your knowledge of how to involve people in your community in developing local adult education programs?

    Do you feel comfortable with your knowledge of how to involve the power structure in developing local adult education programs?

12. Do you feel comfortable with your ability to recruit effective adult educators to staff your program?

    What kinds of staff development procedures do you feel are appropriate to add?

13. Do you feel you need improvement in working on a person-to-person basis in small groups and in reaching mass audiences?

    -- addressing large groups
    -- preparing newspaper releases

14. How do you see adult education in the future -- say year 2000? What form will it take? What purposes will it be serving? How will it be organized or offered to individuals or groups? What kinds of subjects, field, or problems will be studied? What methods or techniques will be used?

15. What kind of abilities would you like to develop that would enable you to be effective in regional, state, and national adult education efforts?

16. What funds are presently available for use in organizing and carrying out adult education programs in your community? What are the difficulties you have noticed (if any) in obtaining funds for local use? How might they be overcome? Do you think other resources might be available of which you are unaware?

    Are you comfortable with the rules and regulations you must abide by?

17. What do you consider the most important steps in developing an adult education program for your community? Should teachers and students be involved in the planning? Why?

18. Do you find it possible to visit or enroll in adult education classes?

19. In what ways do you think teaching adults might be different from teaching children? How are adult students different from younger students?

Appendix D

Critical Path Method: A Systematic Approach to the Development of Individualized Training Programs

AD 495
Virginia B. Ricard, Instructor

The Critical Path Method (C.P.M.): General Information

The Critical Path Method was the systematic approach selected to facilitate completion of ACT Individualized Training Programs by a specified target date. The method involves identification and sequencing of tasks, determination of the length of time required to complete each task and calculation of the total time required to develop all programs. The most efficient allocation of scarce resources is accomplished by identifying the resources required for each task and sequencing the tasks so as to stay within a preset resource level.

Eighteen tasks were identified, eight resources designated, individual task completion times estimated and program completion time calculated per a packet of six ITP's (i.e. 21 days). This information was presented on an ITP Development Time-Scaled Network and Resource Allocation Chart. The total program development sequence was then plotted. Given the tasks defined, resources available and times estimated, the total time necessary for Project ACT ITP construction was calculated at 45 days.

The "critical path" through a project network is that chain of activities which must be completed on schedule in order to complete the total project on schedule. The method enables the user to realistically determine the total time necessary to complete a project based on the actual rate of individual task completion projected by the human resources involved. That is, deadlines or completion dates may be set indicating the end of apparticular project and personnel allowed to proceed at their individual rates - self-paced - because the date on which the work must begin is calculated to meet their particular needs.

ACT participants in the Process Oriented section of AD 495 will have an opportunity to participate in a demonstration of CPM developmert during the December workshop at C.S.U.

Appendix E

Project ACT
Second Year Internal Evaluation Report

SECOND YEAR EVALUATION REPORT
PROJECT ACT

Pat Aulicino
Douglas Sjogren

September 1, 1974

This report presents evaluative data and information collected on Project ACT during the second year of the project. The report is organized with the following headings: History and Purposes, Administration, Staff Work, and Attainment of Purposes.

History and Purposes

Project ACT (Adult Competency Training) has completed two years of operation. The Project is centered in the Department of Education at Colorado State University and is funded under the provisions of Section 309(c), Title III of the Adult Education Act.

The Project has the general goal of improving adult education efforts in Region VIII of the U. S. Office of Education. Achievement of this goal is being pursued through staff development efforts which are reflected by the two more specific purposes or objectives of the project. One purpose is to develop a coordinated system of adult educator staff development in Region VIII. Such a system is regarded as desirable in that it would permit efficient and effective use of staff development resources throughout the region. The second purpose is to identify and train a cadre of persons in the region who will provide the expertise and leadership for on-going staff development work as it is needed in the region.

The project was funded for FY 1973 for $173,000, with a requirement that this figure be supplemented with an expenditure of $86,000 for staff development work by the states in Region VIII. During FY 1973 the project concentrated on building communication linkages among the states, setting

goals, establishing priorities, and initiating individualized training programs for a selected group of 25 adult educators. Progress was slow during the first year. Perhaps it would be more accurate to report that tangible indicators of progress were not very evident at the end of the first year. The results of the second year, reported below, indicate, however, that the base for progress was well established during the first year. As indicated above, much of the work the first year was in planning rather than program implementation. Consequently the project used only about $85,000 of the grant monies available in FY 1973. The surplus monies were carried over to FY 1974 and supplemented the continuation grant for FY 1974. The 1974 continuation grant was for $173,000. The states were required to supplement this amount with an equal expenditure for staff development work.

Administration

The project was staffed as follows during the second year:

Dr. James Kincaid - Project Director. Dr. Kincaid was officially credited with 25% of time to overall direction of the project. In actuality he devotes more than 10 hours a week to the project. Dr. Kincaid works considerably more than 40 hours a week unless forced to work less. Dr. Kincaid's other responsibilities are teaching, advising, and directing the Adult Education graduate program and the National Extension Summer School at CSU.

Ms. Sheila Schroeder - Program Coordinator. Ms. Schroeder had 100% time on the project. She actually functioned as an assistant director. Ms. Schroeder also taught adult education classes on an overload basis.

Mrs. Ginny Ricard - Program Coordinator. Mrs. Ricard had 100% time on the project. She supervised much of the program development and the ACT

Resource Center. Mrs. Ricard also helped with adult education classes on an overload basis.

Mr. Roger Martinez - Program Coordinator. Mr. Martinez had 50% time on the project. His principal task was to identify and develop resources for training activities.

Ms. Carol Davey - Project Secretary. Ms. Davey had 100% time on the project. She performed the many secretarial tasks and also assisted with conference coordination. Ms. Davey also served as secretary of the ACT Policy Board.

Ms. Roberta Scott - Project Secretary. Ms. Scott had 50% time on the project and assisted with secretarial tasks. Ms. Scott has much administrative responsibility for the Adult Education program and the National Extension Summer School which helps to free the Project Director to provide creative leadership to activities like Project ACT.

Dr. Arvin Blome - Acting Project Director. Dr. Blome served as acting director for several months in FY 1974 during the absence of Dr. Kincaid for health reasons. Dr. Blome did this on an overload basis.

Dr. Charles Porter - Community Education Consultant. Dr. Porter had 8 1/3% time on the project. He served as a consultant on program activities that were related to Community Education.

In addition to the above, there were several students who worked on the project in a research assistant type function.

All of the staff were well qualified for their positions. In addition, the staff members are all enthusiastic and very much committed to the project and to adult education. These plaudits are attested to by the fact that the project staff continued to work very effectively during the time of Dr. Kincaid's health leave.

Staff functions are clearly defined in an organizational chart. Generally the chart does reflect what each person is actually doing, but there has been some conflict of role among the staff.

Project policy is determined by a Policy Board. The Board has thirteen members. Each of the six State Directors of Adult Education is a member. Also, each of the six states has a representative from a teacher training institution in that state that has a program emphasis in adult education. The thirteenth Board member is Dr. Roy Minnis, Region VIII Adult Education Program Officer. Dr. Kincaid is an ex-officio member of the Board. Mr. George DeBow, South Dakota Director of Adult Education, chaired the Policy Board this year.

The Policy Board met five times during the year; in July, October, January, March and June. The meetings usually took the better part of two days. Attendance was good at all meetings. Usually all members attended, although at some meetings one to three persons were absent for all or part of the meeting.

The Policy Board is a critical factor in the project in two ways. First, the Board does take seriously the function of setting policy for the project. Second, the Board's actions are very much an indicator of the extent to which a viable adult educator training system can or will be established in Region VIII. This point is elaborated on later in this report under the Attainment of Purposes heading.

Evaluation of Project ACT is accomplished in three ways. The staff and Policy Board members are continually evaluating the project as they make decisions. This informal type evaluation is probably the most important. The formal type of evaluation is being done in two ways. There

is an internal evaluation effort that is monitoring the total project on a continuous basis. This internal evaluation focuses on evaluation of the training activities of the project, but also monitors other activities. There is also an external evaluation effort directed by Dr. Burton Kreitlow of the University of Wisconsin. The external evaluation is directed primarily toward determining whether the project is achieving the purpose of establishing a coordinated adult educator training program in Region VIII.

Staff Work

Many critical events occurred during FY 1974 that influenced or were influenced by the work of the staff. Most critical was the unexpected illness of Dr. Kincaid in August which required him to take health leave of several weeks. There was much initial concern over the absence of Dr. Kincaid as a friend and leader. The staff adjusted quickly, however, and much credit is due the staff and Dr. Blome for their ability to keep the project moving. Dr. Kincaid's leadership was missed, but it is to his credit that the goals and procedures of the project were well-defined so that the staff could continue to work effectively.

Another critical event was the meeting of a Project ACT Task Force. The Task Force was made up of two Policy Board members, Dr. Earl Ringo and Mr. Dick Rowles, and two consultants, Dr. Kreitlow and Dr. Gary Eyre. The Task Force was charged with reviewing program efforts in relation to goals, purposes, policies, and budget. In effect, the Task Force was an evaluation panel. The Task Force met on September 18th at CSU. The meeting was during Dr. Kincaid's leave. Prior to taking leave, Dr. Kincaid had issued the charge to the Task Force chairman, Dr. Kreitlow.

The formulation of the Task Force idea occurred after the July Policy Board meeting. At the July meeting, the Board adopted the external evaluation plan which called for a three-member panel that would perform the external evaluation function during the year. Apparently Dr. Kincaid felt the need for a review of the project and used the external evaluation policy to establish a Task Force for the purpose described above. The Task Force idea and the membership was validated by a conference phone call among a quorum of the Policy Board members. The conference call was in early August.

The Task Force was quite productive and its recommendations have had an important and beneficial impact on the project. This observer feels the Task Force fulfilled a sort of implicit purpose. At the end of the first year, the project had evidenced progress on the training objective, but seemed to be stymied on progress toward establishing a regional system. Whether intended or not, the Task Force did review the regional system objective and validated it as important and worthwhile. Furthermore, suggestions were made for working on the objective.

This observer feels the Task Force report was a powerful stimulus to the project's continued efforts on the regional system objective. The Policy Board adopted the Task Force recommendations and seems committed to them.

The training objective and procedures were also reviewed by the Task Force. The members were impressed by the Individualized Training Program approach but critical of the training efforts on two counts. First, the training program did not seem to lead to any clearly defined goal for the participants such as a new, or different role. Second, the training

was too individualized in the sense that there was no provision for "multiplier effects" or capitalizing on the developed expertise. The Task Force recommended that the Individualized Training Program would be combined with a concept of a Change Agent Team. The notion was that individuals who had developed or were developing certain skills through the ITP could join with others of similar orientation and form a training or resource team that could function throughout the region. This recommendation was also adopted by the Policy Board.

The descriptions of the two events provide a context for discussing the work of the staff. Much of the work during the second year was a continuation of the efforts of the first year. The two events described above did affect the work, however, especially the adoption of the Task Force recommendations. Staff work is discussed below under the headings of Training, Resource Center, and Regional System.

Training

Twenty-five trainees had been selected by the end of the first year and some training work had started. There were five changes in the trainees at the start of the second year because of job changes and moving out of the region.

By September an Individualized Training Program (ITP) had been developed for each participant. The ITP's were based on identified needs and wants of the individual. Each ITP consisted of a number of activities that were to be used singly or in combination to develop a skill, knowledge, or attitude.

The ITP approach is quite unique and appears to be useful. Certainly the activities and packages that have been developed in Project ACT are a useful product for application to other situations.

There were two difficulties with the ITP approach as conceived in the project. One problem is that the participants generally were working full time and their jobs had top priority. Consequently their work on the ITP was sometimes neglected and they did not progress through the training as quickly as might be desired. All participants made some progress, however. Another problem was that there was no tangible goal for the participant to stimulate continual effort and there was no plan to use the expertise that had been developed.

These problems seem to have been resolved considerably by the modifications that were made to the training program because of the Task Force recommendations. The Task Force recommendation of Change Agent Teams was implemented very quickly by the staff. They recognized that there were groups of participants that were studying on similar ITP's. Accordingly, it was reasoned that individuals with similar interests might be formed into Regional Resource Teams. The team members would continue to work on their ITP's and also would meet together and develop a training program, usually a workshop, that they could present throughout the region.

The staff visited each of the twenty-five participants, explained the Regional Resource Team concept, and asked for an indication of interest in participating on such a team. Twenty of the twenty-five participants committed themselves to being on a team. Five teams of three to five members each were formed. The teams have worked during the year on developing workshop-type training programs on Interpersonal Communication, Administration in Adult Education, Community-wide Programming in Adult Education, Individualized Approaches to Instruction, and Recruitment and Retention of Staff and Students. The other five participants have continued to work on their ITP's. The Regional Resource Team idea was useful in that it

provided a purpose for the ITP, mutual support among participants, and a means to use the expertise that was being developed among the participants.

Thirty-six new participants were selected for training during this second year. One requirement for selection was that they would also participate on a Regional Resource Team. ITP's have been developed for each of the new participants and they have started work on them. The participants have also become Resource Team members. Some joined one of the first five teams, and three new teams were formed on Media and the Adult Educator, Training in Adult Education, and Adult Teaching and Learning. Teams now are from four to thirteen members in size.

It is obvious that the staff has been working hard at preparing and implementing the ITP and Regional Resource Team concepts. The results of these efforts are already evident among the participants and will become more evident when the teams do start to offer the training programs in the region.

The staff also planned and conducted three workshops for participants during the year. A December workshop was held on Administration in Adult Education. Workshops in March and June were held to provide a situation in which the Regional Resource Teams could test their programs.

Also in the area of training is a project activity that has been done at the state level. Each state has received a small allocation from the project to develop training packages. These packages are especially relevant to the training needs of that state, but they are also intended to have regional, or even broader applicability.

In terms of numbers alone, Project ACT has not trained many people. This observer is impressed, however, with the depth of training that is being provided the participants, and is confident that the impact will

increase greatly as the multiplier effect, implicit in the Regional Resource Team concept, begins to operate. It should also be emphasized that the products developed for the Individualized Training Programs are an important contribution to adult educator training.

Resource Center

It was obvious that successful implementation of the ITP concept required the accumulation of a large number of resources. The resources needed were not only books and other written materials, but also visual materials, simulations, listings of human resources, in fact, the entire range of resources that have educational value.

The staff has worked diligently all year at building, cataloging, and systematizing a Regional Resource Center. The Resource Center is quite complete and has developed a system so that it can serve the region. The center presently is heavily oriented to serving the requirements of the ITP's and Regional Resource Teams, but it is not restricted to this function. It can be expected that regional usage of the Resource Center will expand as the teams present their programs around the region.

The discussion of the Resource Center activity is not as long as of the training activities. This does not mean, however, that the Resource Center staff has done that much less. The work of the staff is reflected by the fact that the center has accumulated and systematized a very complete array of resources for adult educator training.

Regional System

The project staff and the Policy Board did much work on the regional system concept during FY 1974. As suggested earlier in the report, the

validation of this objective by the Task Force probably was a stimulus to intensive effort on developing a regional system.

A motion was passed in the October Policy Board meeting to establish a sub-committee to study and recommend the make-up of the Policy Board for Region VIII. Dr. Alton Hadlock chaired the committee which had three other members: Dr. Roy Minnis, Mr. John Brennan, and Mrs. Virginia Ricard. The committee arrived at recommendations for restructuring the Policy Board with the intent that the Policy Board could establish policies that could be implemented regionally as well as within each state. The committee report was essentially adopted by the Policy Board.

Other work on the regional system objective included the following:

1. The staff of the project had continuing dialogue among themselves throughout the year on what the model might be and how it might be implemented. The characteristics of the model are defined in the document entitled "Three Year Plan. Adult Staff Development." The plan was written during this second year.

2. A project newsletter was started and two were issued. The newsletter is designed to stimulate and facilitate communication around the region.

3. The work on the Resource Center and the Regional Resource Teams have impact on the regional system objective in that they are essential components of any regional system that might evolve.

Attainment of Purposes

The staff worked hard during FY 1974. An important question is whether the work is resulting in progress toward attainment of the project's purposes. This section presents information and evidence of progress toward

attainment of the objectives. The first part is on progress on the regional system objective, and the second part is a rather comprehensive review of the training activities.

Regional System

At the end of the first project year, this observer was somewhat pessimistic about the likelihood of attaining the purpose of establishing a regional system. The first year evaluation report suggested that a reasonable expectation was that some kind of informal system might evolve to effect cooperation and coordination in the region. Progress during the second year was considerable, however, and it now appears likely that a regional system might well develop. The following points summarize the progress as perceived by this observer:

1. The staff has developed a model for a regional system. The model appears to be useful in that it allows for regional coordination and at the same time accommodates unique state and local needs.

2. The Policy Board is confronting the regional system idea directly. This is evidenced by the adoption of the sub-committee report on restructuring of the Policy Board.

3. The Resource Center has developed and is a strong asset. It will most certainly be an integral part of any regional system.

4. A pool of talent has been identified, is being trained, and is organized into teams that will provide adult educator training on a region-wide basis. Furthermore, it would appear that the Regional Resource Team concept can be maintained as part of a regional system.

5. A procedure for monitoring adult educator training activities has been started in the region. There have been some problems with

implementation of these procedures, however. It is difficult to identify what activities there are that should be monitored. Also the importance of this information to the project and the system apparently is not well appreciated.

While the regional system objective has not yet been achieved, there has been notable progress during this year. Next year will be very interesting with respect to observing what does evolve and how it happens.

Training

The second year of Project ACT saw the completion of Individualized Training Programs (ITP's) by the initially selected participants. These twenty-two persons have completed their year-long training experiences comprised of workshops, selected resource materials, and consultations. These ITP's covered a period from September, 1973 through June, 1974.

Only one major workshop planned solely for the purpose of participant training was held during this fiscal year. A workshop in Administration and Organization, held at Colorado State University in December, was attended by twenty participants and featured four consultants: Dr. John Snider from the University of Missouri; Dr. Duane Everrett from the University of South Dakota; Mr. Lin Bothwell from the University of Colorado; and Dr. Maurice Barnett from the Utah State Board of Education. A copy of the evaluation of that workshop can be found in Appendix A of this report.

To allow for the dissemination of individualized training efforts, the concept of Regional Resource Teams was begun in November-December to deal with items of concern to adult educators within specific content areas. In December, five teams were formed, comprising the areas of Interpersonal Communications, Administration, Community-wide Programming,

Individualized Approaches to Instruction, and Recruitment/Retention of Staff and Students for Adult Education.

Since the team concept was presented to participants on a voluntary basis, team participation could not be viewed as a prerequisite for continuing an individual's ITP experiences. Even in light of a heavy (20 days per year) time commitment, however, nineteen of these original ACT participants are now serving on Regional Resource Teams.

The teams began individual, monthly meetings in January. Some teams have requested staff or consultant assistance in their developmental stages. After only two of these developmental meetings, all of the teams met in Denver at the end of March for an opportunity to "preview" their presentations before an audience of members of other teams, Policy Board members, project staff, and thirty-six newly selected ACT participants. Each team was given a specific period of time in which they were to present some type of mini-workshop that might be used to further train other adult educators within the region. Given the limited time that the teams had to prepare their efforts, reaction to these presentations, from all segments, was quite good. Indeed, one of the most common reactions to the workshop was that many individuals felt that their participation on a team made them feel truly integrated into Project ACT for the first time. A more detailed examination of this March workshop will be found in Appendix B to this report.

In early March, thirty-six new participants were selected to receive training through Project ACT. They were recruited and then selected by a search committee which consisted of one individual from each state within the region and the Project Director. The first exposure of these new

participants to Project ACT took place at the aforementioned March workshop.

The experiences of these new participants will differ significantly from those of the original twenty-five selected. In the first instance, these new participants were selected with the understanding that each one of them was to become a part of a Regional Resource Team. This, more than any other facet of the project, allows for the multiplier training effect to take place within the region. Also, the Individualized Training Programs designed for participants will not cover a span of twelve months, as was done previously. Rather, each participant will receive two ITP's, one for the period of May through August and another for the six-month period beginning in October. In this manner, each participant will be able to focus on a wider variety of concerns, in a more intense fashion, within the time period of one year. This observer sees the changes as having beneficial effects in two areas: (1) emphasis on the Regional Resource Teams provides a basic link for an ongoing, self-sustaining system, and (2) the shorter duration of the ITP's allows each participant to not only cover more areas of interest but to deal with those areas on a more individualized and timely basis.

Some of the thirty-six new participants have joined existing Regional Resource Teams. Three new teams, however, have been formed solely from the ranks of these new participants: Media and the Adult Educator; Adult Teaching and Learning; and Training in Adult Education.

At a June session in Denver all eight teams presented a mini-workshop within their own specific content areas. New members had been integrated into existing teams, and those teams comprised of new members only had met

during the months of April and May to plan their presentations. Given the amount of preparation time that was available, most of the teams could be said to have made considerable progress as individuals working in a task-oriented situation. Much work needs to be done, however, and some basic conflicts do exist within certain teams that will need to be rectified before healthy and constructive growth can occur. See Appendix C for further details.

In what is perhaps the most significant step toward the creation of an ongoing system of regional staff development, Regional Resource Teams are being invited by groups within the states to present workshops to groups of adult educators. Specifically, the Individualized Approaches to Instruction team has been involved with two presentations - one in Rock Springs, Wyoming in April, and one in Mandan, North Dakota in June. The Mandan meeting was especially significant in that the presentation was made before a statewide meeting of adult educators. For the future, the services of more teams have been and are being requested for use in the field.

This observer feels that the selection of the new participants, especially in light of the Regional Resource Team emphasis, has done much to create a spirit of dedication and enthusiasm among those associated with the project. It has also led to a measure of independence on the part of the team members. Both of these observations are favorable indicators that an ongoing, self-sustaining staff development system can and will be developed in Region VIII.

WORKSHOP IN ADMINISTRATION AND ORGANIZATION
December 7 and 8, 1973

EVALUATIVE REPORT

Colorado State University
December 13, 1973
Pat Aulicino and Douglas Sjogren

A compilation of the participant evaluations, as well as some of our own personal observations, will serve as a basis for this evaluative report on the Project ACT Administration/Organization Workshop held December 7 and 8, 1973, at Colorado State University. This report is intended, not to condemn or praise the workshop itself, but to provide feedback with the intention of improving future training sessions throughout Region VIII. The following overview should be read with the idea in mind that the opinions expressed are those of observers, not those of a participant.

Of the 20 participants, eighteen turned in written reactions to the workshop, that being the Training Activity Evaluation Form. General reaction to the session was favorable, for on a 1 to 5 scale (5 being highest) half of the participants gave the session a "4" rating. (The other ratings: one person gave a "2," six gave a "3," and one a "5." In much the same fashion, participants expressed satisfaction to the way in which the workshop accomplished its objectives. There was more of a diversity, however, in participant reaction to how well the objectives of the workshop had been presented. Overall, though, reaction was favorable.

As the participants rated each session, we can only discern that what was well-received by some individuals was not by others. That is to say, where one session was rated fairly high by a number of participants, others gave that same session a correspondingly low rating. As such, there was no

real evidence of consensus in terms of 'best-liked" or "least helpful' sessions on a statistical basis. The media tour, however, was rated consistently low on all of the evaluation forms, many participants contending that they did not see how it fit into the workshop.

In much the same manner, participants did not greatly favor or disfavor any one consultant. Many participants expressed the feeling that they had not been able to meet with one or more of the consultants, and saw this as detrimental to their participation in the workshop. One participant particularly noted that the consultants were unavailable for more personalized sessions once their presentations had ended.

The Saturday sessions that dealt with competency identification were most frequently noted as the "most helpful" to the participants. Indeed, a major complaint was that the participants did not have the time to explore this area further with the consultants.

In considering the two films ('The Mexican-American: Heritage and Destiny" and "Creating a Clientele for Adult Education"), the latter was consistently rated higher as being appropriate to the workshop. The Mexican-American film had its difficulties: many of the participants did not react favorably to it because so few (or any) of their clientele are of Mexican descent. The "Creating a Clientele for Adult Education" was also rated by the participants as having more to offer to them than did the other film.

Personally, we felt that the consultants for the workshop seemed to be well suited to the tasks presented to them. However, the problems generated by the lack of time in which they had to organize (two of the consultants cancelled and had to be replaced the week of the workshop) caused

the consultants to be rather hurried in their presentations; they often did not have enough time to complete their sessions. We feel that this took place to the disadvantage of the participants, many of whom expressed this thought to us. We felt that the first panel laid the groundwork for the succeeding sessions, but that those following sessions only served to "whet the appetites" of the participants. Indeed, many participants expressed a desire for an in-depth workshop on one or more of the individual subject areas.

One problem, that will occur in any workshop of this type, is that the various participants are at different stages of achievement in the competency being developed. Some of the participants commented to us that what was presented was nothing new to them, while others were experiencing their first exposure to certain fields. This, we feel, made a number of the participants uncomfortable in the structure of the workshop. One way to get around this would be to work more closely with the participants to determine their actual needs and desires in the planning of the workshop. Such a situation should generate a more positive participant response.

We were particularly disappointed by the amount of individual participant input into the workshop itself. While this was something to be expected in the Friday sessions (the consultants providing participants with general overviews of their subject areas), we don't feel that enough time was spent at the close of the workshop to determine which "qualities of a good administrator" were lacking in certain individuals. Granted, this may have been a function of time available, but we think that this aspect of the workshop should have been given much greater emphasis. We view it as being of great importance to expose the individuals to their own competencies (or lack of

them) and at that point to give them something to ponder rather than saving this sorting process for some indefinite time after the close of the workshop.

Also, in terms of participant involvement, we would have liked to have seen some brainstorming sessions in which the principles which had been learned could be applied to certain real problems of the participants.

The film dealing with Mexican-Americans received mixed reactions, mainly because a good number of the participants do not work with Mexican-Americans. While those who saw the film encouraged the staff to purchase a copy, we don't believe that the film would be in much demand unless the staff "pushed" its use.

In closing, we would have to say that the entire staff worked quite well together in coping with the organizational and functional developments generated by the workshop. We hope that this is something which can and does continue throughout the remainder of the Project.

APPENDIX B

"TOGETHERNESS" - ACT WORKSHOP EVALUATION

March 26 - 30, 1974

Denver

by Pat Aulicino

As the travel arrangements of individuals forced them to leave the conference at different times, there was no one point during which a formal evaluation could be undertaken. As a result, the evaluation process was handled through the mailing of a questionaire to each ACT participant who had been in attendance. This type of survey, while usually generating less of a return rate than other forms, has the advantage of allowing the respondent to reflect for a few days before expressing feelings and opinions. The return rate in this case, however, exceeded all expectations. 76% (25 out of 33) of the new participant reaction sheets were turned in; with the continuing participants the figure was 71%, or 12 out of 17. Perhaps this, in itself, is a favorable response to the workshop.

Many of the continuing participants felt that they were, for the first time, truly becoming an integral part of Project ACT through their work on Regional Resource Teams. Indeed, most of the continuing participants report being very comfortable and that their teamwork was the most rewarding aspect of their work with ACT to date ("teaching increases the knowledge of the teacher" wrote one participant). Those participants who were disappointed with the teamwork (a minority) report that most of the problems stem from a lack of coordination, lack of planning time, or certain team members that didn't carry through or participate fully.

The new participants, too, were pleased with the team presentations, although they realize that the presentations do need more work. Specific ideas that they pointed out had to do with integrating the audience more into the presentations and showing more of an evidence of teamwork. No one of the presentations was seen as outstandingly better or worse than the others; in many instances, individuals were/were not interested in a presentation simply because they were involved/not involved with that subject matter in their occupational setting.

In line with this sentiment, 80% of the new participants stated that they felt either comfortable concerning their new role with a team or only moderately insecure over what was to follow. Much of this uncertainty, too, the participants felt, would be alleviated after the initial team organizational meetings. None of the new participants stated that they were unclear as to the purpose of Project ACT or their role within it; again, the comments arose that individuals will feel more comfortable as time goes on.

In examining possible future functions for their teams, a clear majority of the current participants envision a moderate amount of travel and presentation time. Those two who did not anticipate much team work in the field were, again, members of those groups which had not been very cohesive in the

planning stages. Those individuals who had enjoyed the initial teamwork, then, looked forward to more of the same.

The current team members also found the other team presentations were helpful to them, if only to learn what not to do, in some cases, in a workshop setting. Particularly useful, for many of the individuals, was the emphasis upon communications skills and the use of audio-visual equipment, the latter which was seen as a rapidly expanding area.

The new participants were asked how they had learned of Project ACT. The largest percentage (40%) had heard of the program through their Policy Board member. 28% learned of ACT through a current participant, and 20% from their adult education supervisor. None of the participants had learned of ACT through formal channels of advertising or public relations. A few also mentioned that their adult education district had never heard of the Project. These facts indicate that perhaps a more effective and widespread dissemination of information concerning ACT needs to be done by all parties concerned.

One final, general question was asked of both the continuing and new participants. It dealt with the basic organization of the workshop and asked for suggestions that might improve succeeding presentations. The participants were practically unanimous in affirming the worth of the workshop, saying that it was well organized and constituted a very meaningful experience. Most all of them also agreed, however, that 1) too much was planned for too little time; 2) most, if not all, of the evening sessions should have been eliminated; and 3) more time was needed for informal socializing, especially on a state-by-state basis and for persons interested in talking with members of specific resource teams.

In total, then, the workshop was well received, and it appears as if the Resource Team concept has provided the motivating force necessary to the success of the Project. Negative aspects and responses were relatively few, but they need to be dealt with and compensated for in future meetings.

APPENDIX C

Project ACT June Workshop
Regional Resource Team Presentations
An Evaluative Report
by Pat Aulicino

The major purpose of the Project ACT June workshop was to allow the eight Regional Resource teams an opportunity to demonstrate the training packages that they have developed in specific competency areas. For five teams, this session was their second presentation opportunity before an audience of participants, policy board members and staff; however, new participants were added which changed the composition, and therefore the content, of these team presentations. Three teams were presenting for the first time (Adult Teaching and Learning, Training, and Media); they are composed entirely of new participants selected in March, 1974.

Attendance at the workshop was fairly high; most teams had nearly a full complement of members present. Nearly all of the participants spent some time addressing the total group as a part of their team presentations; participants carried the ball so that staff intervention, even for the purposes of scheduling, neither occurred nor was warranted.

Most of the teams also made efforts towards producing their own evaluations systems. Some teams made use of self-developed written instruments, while four teams decieded to make use of an informal evaluation model wherein team members consulted with selected other participants, unknown to them during their presentation, immediately following their sessions. It should be noted that these evaluations were not intended to provide the central staff with data; rather, these tools were intended to be of primary importance to the team members themselves to reflect how they were seen by their peers.

From what this observer has been able to see, a majority of the team members are making progress in working in a more independent fashion in regards to the project staff. Individual ACT participants are showing increased initiative without waiting for the CSU-based staff to provide leadership that they can provide for themselves. This is a welcome sight, and will be of increasing importance in the development of a self-sustaining system.

This observer, however, was somewhat disturbed by the actual process of teamwork as evidenced in many of the presentations. A majority of the teams, while working within a specific time frame, have not really put together integrated team performances. Rather, the individual team members, in some instances, spent their alloted time discussing their own programs in their respective states. It was left as a function of the introductory or concluding remarks to mention the team name-and that may have been the only clue to the intended subject matter. The "stage" in these cases, became a sounding board for the individual, and not for a team effort.

this is not to say, however, that the presentations that fall into this category do not have potential. What is needed is an integration of member efforts dealing specifically with the subject matter at hand. Methods such as establishing team objectives, and deciding how those beat may be accomplished, could prove useful if the teams are going to serve as viable groups of professional trainers within Region VIII.

A final area of concern has to do with the manner in which team presentations were conducted. From what this observer was able to see, those presentations were most effective which utilized audience involvement or different modes of training within the same presentation. Those teams or individuals which utilized a straight lecture format were judged some-

what less effective, as noted by audience attendance and attentiveness. It is quite fitting that the presentations which could be said to be less effective were those which made use of traditional educational methods rather than more modern and established adult education principles.

Given restraints of time and circumstance, the teams actually did quite well in their moves towards status as professional training groups. Much progress had been made, but I believe that the realization exists that much work still needs to be done.

APPENDIX F

PROJECT ACT
REGIONAL RESOURCE TEAM COMPOSITION

PROJECT ACT REGIONAL RESOURCE TEAM COMPOSITION (To date 4/25/74)

INTERPERSONAL COMMUNICATIONS (Counseling: one-to-one/group
Group Processes/Dynamics
Inter-cultural communications: ethnic, age, sex religion, economic, physically & mentally disadvantaged)

Sue Harry - Utah
Tom Carlin - Montana
*June Brown - Montana
Nancy Hoffelt - North Dakota
Charley Archambault - South Dakota
Enid Dangerfield - Colorado
Carl Carlsen - Wyoming
Tim Rivera - Colorado
**Louise Dauphinais - South Dakota
Jon Gilbert - Wyoming
Jack Scott - Montana
Rachel Braine - Montana

ADMINISTRATION IN ADULT EDUCATION

Hal Hawley - Montana
Paula Hanrahan - Colorado
*Ed Salisbury - Utah
Cathy Sample - Colorado
**Leslie Dunn - Utah
Arlo Stevick - North Dakota

COMMUNITY-WIDE PROGRAMMING IN ADULT EDUCATION

*Fran Thompson - Colorado
Al Thoreson - South Dakota
Phil Sheller - Wyoming
Norm DeVoe - Montana
**Sue Miełke - Montana
Janet Spaulding - South Dakota
Kay Dimick - Utah

INDIVIDUALIZED APPROACHES TO INSTRUCTION (ESL, ABE, Reading, etc.)

Eloy Martinez - Colorado
Shirley Kircher - Colorado
*Terry Brattin - Wyoming
Carlin Good - Wyoming
Art Terrazas - Colorado
Elaine Naccarato - Colorado
**Ed Gunderson - Wyoming
Chester Monson - Montana
Peggy Fester - Wyoming
Mary Rusch - Wyoming

---

*Team Contact Person - original team member
**Team Contact Person - new team member (may be temporary)

RECRUITMENT/RETENTION OF STAFF AND STUDENTS FOR ADULT EDUCATION

LaVerne Johnson - North Dakota
*Jim Burgon - Utah
Jim Allen - Wyoming
Bill Shupe - Montana
Larry Abplanalp - Utah

MEDIA & THE ADULT EDUCATOR

Russ Mouritsen - Utah
**Bob Hoffman - Colorado
Mona Swanson - South Dakota
Dale Sattler - North Dakota

TRAINING IN ADULT EDUCATION (processes/procedures in the structuring, implementing and evaluating of staff training in adult education)

Rose Charging Thunder - South Dakota
Carolyn Good - Colorado
**Dick Jaeger - North Dakota
Tena Hanes - Wyoming
Dorothy Langemo - North Dakota
Brent Wallis - Utah

ADULT TEACHING AND LEARNING

Paul Butterfield - Utah
**Lucy Stromquist - Colorado
Marjorie Ganje - South Dakota
Ruth Darlington - Colorado

Appendix G

Report to Policy Board
March, 1974
Individualized Training Programs
and
Regional Resource Teams

INDIVIDUALIZED TRAINING PROGRAMS AND REGIONAL RESOURCE TEAMS

Report to the Policy Board
Project ACT
Denver, Colorado
March 30, 1974

The following report is a summary of activities related to the Individualized Training Programs and Regional Resource Team activities of ACT participants during the period January 13 to March 30, 1974.

Participant Changes:

Gordon Kendall (South Dakota) withdrew from the program to accept the position of State Director of Adult Education in North Dakota.

The Regional Screening Committee reviewed applications for Project ACT Individualized Training Program (ITP) and Regional Resource Team (RRT) participation. (Note: Please refer to the Participant List in your workshop folder.)

INDIVIDUALIZED TRAINING PROGRAMS

The following training adjustments have occurred or been requested:

Two participants have requested additional consultations/visitations related to their Individualized Training Programs. One request has been authorized. One request is under consideration pending consultation with the participant and members of the State Strategy Board.

One participant canceled a scheduled consultation in Flint, Michigan.

Two participants were absent from a scheduled consultation in Flint, Michigan.

Experiences completed to date include:

1. Observation/visitation, Community Schools (Mott Foundation and environs), Flint, Michigan. (Dr. Charles Porter, Community Education Specialist, Project ACT, facilitator) Philosophy of Community Education and the Community School Concept; strategies for encouraging community involvement and cooperation in the development of Adult Education programs. (Shirley Kircher--Colorado; Paula Hanrahan--Colorado; Tom Carlin--Montana; Allan Kap--Utah)

2. Consultation, Salt Lake Tribune, Salt Lake City, Utah. (Mike Korologos, Media Specialist, Consultant) Preparation and presentation of news releases; use of public relations approaches by the Adult Educator (Sue Harry - Utah)

REGIONAL RESOURCE TEAMS

Following the organizational sessions of ACT Regional Resource Teams at the Administration Workshop held in December at Colorado State University, team members initiated a variety of actions designed to prepare the individual teams for a joint presentation during March. The Interpersonal Communications Team volunteered to coordinate the March presentation; other team members agreed to the proposed arrangements and formative planning began:

a. Team program planning would be participant-centered.
b. Teams would arrange to meet at convenient sites within the region (once in January; again in February, if necessary).
c. Teams would design their respective presentations.
d. Staff and/or consultant assistance would be requested by teams as desired.
e. Open communication would be maintained between the Interpersonal Communications Team and ACT staff.
f. Teams would maintain open communication with team members, the Interpersonal Communications Team and ACT staff.
g. One member of each team would serve as contact person communicating information from the Interpersonal Communications Team and/or staff to all team members.

Subsequent team planning sessions occurred as follows:

Team	Date	Site	Comments
Individualized Approaches to Instruction (IAI)	Jan. 11-12	Colorado Springs	
	Feb. 7-8	CSU	(with ACT staff) Consultant: Alice Wooster, Center for Physically Disadvantaged.
	Mar. 16	Denver	
Interpersonal Communications (IC)	Jan. 17-18	Helena	
	Feb. 21-22	Billings	
Administration (A)	Jan. 18-19	Denver	
	Feb. 22-23	Denver	(with ACT staff)

Team	Date	Site	Comments
Recruitment and Retention (RR)	Jan. 25-26	CSU	(with ACT staff)
	Feb. 22-23	Denver	(with ACT staff)
Community-Wide Programs (CWP)	Jan. 14-15	Casper	(Consultants: Charles Porter and Phil Mattoon)

Two requests for Regional Resource Team assistance have been received:

IAI Team--

a. (Longmont, Colorado) Larry Ackorn, Reading Coordinator: In-service training for Adult Education teachers; teaching of reading and ESL to Spanish, Korean and Japanese program participants.

b. (Longmont, Colorado) LaVon Pope, Coordinator for teachers; In-service training for ESL, reading, writing teachers of adults in ABE programs.

One participant reported potential requirements for assistance (R-R Team) in Wyoming.

Respectfully submitted:

Sheila Schroeder

Virginia B. Ricard

Program Coordinators

Appendix H

Project ACT

June, 1974, Workshop Evaluative Report

PROJECT ACT

JUNE WORKSHOP

REGIONAL RESOURCE TEAM PRESENTATIONS

An Evaluative Report

by Pat Aulicino

The major purpose of the Project ACT June Workshop was to allow the eight Regional Resource Teams an opportunity to demonstrate the training packages that they have developed in specific competency areas. For five teams, this session was their second presentation opportunity before an audience of participants, policy board members and staff; however, new participants were added which changed the composition, and therefore the content, of these team presentations. Three teams were presenting for the first time (Adult Teaching and Learning, Training, and Media); they are composed entirely of new participants selected in March, 1974.

Attendance at the workshop was fairly high; most teams had nearly a full complement of members present. Nearly all of the participants spent some time addressing the total group as a part of their team presentations; participants carried the ball so that staff intervention, even for the purposes of scheduling, neither occurred nor was warranted.

Most of the teams also made efforts towards producing their own evaluations systems. Some teams made use of self-developed written instruments, while four teams decided to make use of an informal evaluation model wherein team members consulted with selected other participants, unknown to them during their presentation, immediately following their sessions. It should be noted that these evaluations were not intended to provide the central staff with data; rather, these tools were intended to be of primary importance to the team members themselves to reflect how they were seen by their peers.

From what this observer has been able to see, a majority of the team members are making progress in working in a more independent fashion in regards to the project staff. Individual ACT participants are showing increased initiative without waiting for the CSU-based staff to provide leadership that they can provide for themselves. This is a welcome sight, and will be of increasing importance in the development of a self-sustaining system.

This observer, however, was somewhat disturbed by the actual process of teamwork as evidenced in many of the presentations. A majority of the teams, while working within a specific time frame, have not really put together integrated team performances. Rather, the individual team members in some instances, spent their allotted time discussing their own programs in their respective states. It was left as a function of the introductory or concluding remarks to mention the team name; and that may have been the only clue to the intended subject matter. The "stage" in these cases, became a sounding board for the individual, and not for a team effort. This is not to say, however, that the presentations that fall into this category do not have potential. What is needed is an integration of member efforts dealing specifically with the subject matter at hand. Methods such as establishing team objectives, and deciding how those best may be accomplished, could prove useful if the teams are going to serve as viable groups of professional trainers within Region VIII.

A final area of concern has to do with the manner in which team presentations were conducted. From what this observer was able to see, those presentations were most effective which utilized audience involvement or different modes of training within the same presentation. Those teams or individuals which utilized a straight lecture format were judged somewhat less effective, as noted by audience attendance and attentiveness. It is quite fitting that

the presentations which could be said to be less effective were those which made use of traditional educational methods rather than more modern and established adult education principles.

Given restraints of time and circumstance, the teams actually did quite well in their moves towards status as professional training groups. Much progress had been made, but I believe that the realization exists that much work still needs to be done.

Appendix I

Report to Policy Board
June, 1974
Regional Resource Teams

REGIONAL RESOURCE TEAMS
Report to the Policy Board
Project ACT
June 28, 1974
Denver, Colorado

The following report is a summary of activities related to ACT Regional Resource Teams (RRT's) during the period April 1, 1974 to June 28, 1974.

Team Formation

With the involvement of 35 new ACT participants at the March workshop, each of the five original Regional Resource Teams were expanded in membership and three additional Teams were formed. Assessment interviews conducted at the March workshop yielded information pertaining to competency needs (which the participant's ITP addresses) and competency strengths. Regional Resource Teams, then, are composed of individual ACT participants with competency strengths in the respective eight areas of RRT concentration. Currently, then, Project ACT is operating with eight RRT's, in the following areas of concentration (original Teams listed first):

INTERPERSONAL COMMUNICATIONS
(counseling: one-to-one/group; group processes/dynamics; inter-cultural communications: ethnic/racial, age, sex, religion, economic, physical and mental disadvantages)

ADMINISTRATION IN A.E.

COMMUNITY-WIDE PROGRAMMING IN A.E.

INDIVIDUALIZED APPROACHES TO INSTRUCTION
(ESL, ABE, Reading, Math, Science, etc.)

RECRUITMENT/RETENTION OF STAFF AND STUDENTS FOR A.E.

MEDIA AND THE ADULT EDUCATOR

TRAINING IN A.E.
(processes/procedures in the structuring, implementing, and evaluating of staff training in A.E.)

ADULT TEACHING AND LEARNING

The membership of each RRT varies in representation (position of respective members, number of states represented, rural/urban representation, etc.). The Teams vary in numbers of members: two Teams have four members; one Team has five members; two Teams have six members; one Team has seven members; one Team has ten members; one Team has twelve members. The total number of members on all Teams (original and new ACT participants) is 54. (See attachment 1(a) & (b) for composition of each Team.)

Team Development

Within the time span April 1 to June 30, 1974, sixteen (16) RRT developmental sessions were held. (In addition, twelve (12) RRT sessions were held for the purpose of "training others". See "RRT Conduct of Training for Others" section of this report for detailed information.) Attachments 2(a) - (d) of this report represent a summary of RRT developmental/training sessions for the period April - June. Dates and locations of each Team meeting, as well as information pertaining to staff members, consultants and Team members present at each session are included.

Team developmental sessions addressed concerns related to group process and the mutual agreement of roles and responsibilities of each Team member, the relationship of the Team to the Project staff at CSU, to the respective Policy Board members and to their potential clients.

During Team developmental sessions, RRT members focused attention on both short-term and long-term considerations. Long-range considerations include the following:

1. Structuring, through mutual agreement of all Team members, the Team's statement of purpose.
2. Determining how the Team and each member of the Team will function in order to achieve its purpose.
3. Delineating more specific Team objectives.
4. Developing approaches to be used in the conduct of training sessions in the field (methods, techniques, materials, etc.).
5. Planning for continuous evaluation and follow-up.

Short-range considerations were related to the conduct of training experiences at the June 26-28 workshop. In planning for the workshop, Team members addressed the following questions:

1. "What do we want to share?"
2. "What will the participants know, be able to do, etc., as a result of our session?"
3. "What methods, techniques, devices, shall we use?"
4. "Who will do what?"
5. "What other resources do we need?"
6. "How shall we address concerns for evaluation and follow-up?"

Representative(s) of the ACT staff were present at fifteen of the sixteen RRT developmental sessions and eight of the twelve sessions where Teams were training others. Staff members play a facilitative role in assisting Teams to address both short- and long-range considerations, providing for a liaison role with the Project offices at CSU, apprising Teams of relevant resources available through the Regional Resource Center, and assisting Teams in identifying and utilizing other resources (human, site, literary and A-V). In addition to staff assistance, one Team requested outside consultative assistance on two occasions and a second Team requested consultative assistance for one session.

RRT's are currently at varying stages of development. However, each Team is preparing to formalize long-range plans following the June workshop. Teams are considering structuring of training modules and other supporting materials which will be used by the Teams in staff development activities in the field and that will complement total Project efforts in the module development area.

RRT Conduct of Training for Others

Members of the Recruitment/Retention and Individualized Approaches to Instruction Teams were invited to provide training in the field on two occasions. A member of each Team worked with a group of adult educators in Rock Springs,

Wyoming, on April 5, 1974. Original Team members of both Teams conducted workshops in their respective content areas for the North Dakota ABE Conference in Mandan, North Dakota, on June 5-6. Team members were reimbursed for travel expenses and per diem by the two states. All eight RRT's are currently presenting "mini-workshop" sessions to other ACT participants, staff, and Board members.

SUMMARY OF INFORMATION RELATED TO
MEMBER PARTICIPATION ON RRT'S*

1. There are a total of 54 RRT members (19 "first year" participants; 35 "new" participants).
2. During the period April 1 - June 30, 1974, a total of 363 man-days were spent by RRT members in Team "developmental" and "training" sessions.
3. Participants, then, averaged 6.72 days of time in group sessions in the three month period.
4. The above does not reflect the time of respective members in planning and preparation prior to or following Team sessions.
5. A review of individual participant participation in Team sessions reveals that the number of days spent (in Team meetings) by individuals between April and June ranged from 0 to 12 days. (52 of the 54 RRT members attended one or more Team sessions. Two members have not attended any Team sessions.)

* See attachments 2(a) - (d) for more detailed information.

Respectfully submitted,

Sheila Schroeder

Sheila Schroeder
Program Coordinator
Project ACT

ch

Attachments: 1(a) & (b)
2(a) - (d)

Attachment 1a
6/25/74

PROJECT ACT REGIONAL RESOURCE TEAM COMPOSITION

INTERPERSONAL COMMUNICATIONS (Counseling: one-to-one/group
Group Processes/Dynamics
Inter-cultural communications: ethnic, age, sex religion, economic, physically & mentally disadvantaged)

Sue Harry - Utah
Tom Carlin - Montana
*June Brown - Montana
Nancy Hoffelt - North Dakota
Charley Archambault - South Dakota
Enid Dangerfield - Colorado
Carl Carlsen - Wyoming
Tim Rivera - Colorado
**Louise Dauphinais - South Dakota
Jon Gilbert - Wyoming
Jack Scott - Montana
Rachel Braine - Montana

ADMINISTRATION IN ADULT EDUCATION

Hal Hawley - Montana
Paula Hanrahan - Colorado
*Ed Salisbury - Utah
Cathy Sample - Colorado
**Leslie Dunn - Utah
Arlo Stevick - North Dakota

COMMUNITY-WIDE PROGRAMMING IN ADULT EDUCATION

*Fran Thompson - Colorado
Al Thoreson - South Dakota
Phil Sheller - Wyoming
Norm DeVoe - Montana
**Sue Mielke - Montana
Janet Spaulding - South Dakota
Kay Dimick - Utah

INDIVIDUALIZED APPROACHES TO INSTRUCTION (ESL, ABE, Reading, etc.)

Eloy Martinez - Colorado
Shirley Kircher - Colorado
*Terry Brattin - Wyoming
Carlin Good - Wyoming
Art Terrazas - Colorado
Elaine Naccarato - Colorado
**Ed Cunderson - Wyoming
Chester Monson - Montana
Peggy Fester - Wyoming
Mary Rusch - Wyoming

---

*Team Contact Person - original team member
**Team Contact Person - new team member (may be temporary)

Attachement 1b

RECRUITMENT/RETENTION OF STAFF AND STUDENTS FOR ADULT EDUCATION

LaVerne Johnson - North Dakota
*Jim Burgon - Utah
Jim Allen - Wyoming
Bill Shupe - Montana
Larry Abplanalp - Utah

MEDIA & THE ADULT EDUCATOR

Russ Mouritsen - Utah
**Bob Hoffman - Colorado
Mona Swanson - South Dakota
Dale Sattler - North Dakota

TRAINING IN ADULT EDUCATION (processes/procedures in the structuring, implementing and evaluating of staff training in adult education)

Rose Charging Thunder - South Dakota
Carolyn Good - Colorado
**Dick Jaeger - North Dakota
Tena Hanes - Wyoming
Dorothy Langemo - North Dakota
Brent Wallis - Utah

ADULT TEACHING AND LEARNING

Paul Butterfield - Utah
**Lucy Stromquist - Colorado
Marjorie Ganje - South Dakota
Ruth Darlington - Colorado

SUMMARY OF RRT ACTIVITIES

(NOTE: *=DEVELOPMENTAL SESSION; **=TEAM TRAINING THERS)

Attachment 2a

April-June, 1974

76 RRT-----→	INTERPERSONAL COMMUNICATIONS	ADMINISTRATION
APRIL	*Rapid City, SD: April 19-21 Consultant: Mitch Chapel, Black Hills St. College re: Values Clarification Staff: Sheila Schroeder Members Present: June Brown, Enid Dangerfield, Carl Carlsen, Louise Dauphinais, Jon Gilbert, Jack Scott, Rachel Braine	*Fort Collins, CO: April 25-27 Staff: Jim Kincaid, Sheila Schroeder, Rosie Casey Members Present: Paula Hanrahan, Ed Salisbury, Cathy Sample, Les Dunn, Arlo Stevick
MAY	*Casper, WY: May 3-5 Consultants: Mitch Chapel and Gloria Rousseau, Black Hills St. College, re: Values Clarification Members Present: Sue Harry, Enid Dangerfield, Carl Carlson, Louise Dauphinais, Jack Scott	*Denver, CO: May 16-17 Staff: Jim Kincaid Members Present: Paula Hanrahan, Ed Salisbury, Cathy Sample, Les Dunn, Arlo Stevick
JUNE	*Fort Collins, CO: June 5-7 Staff: Ginny Ricard Members Present: June Brown, Charley Archambault, Enid Dangerfield, Carl Carlsen, Jon Gilbert, Louise Dauphinais, Jack Scott, Rachel Braine **Denver, CO: June 26-28 Region-Wide RRT Workshop Members Present: Jack Scott, Carl Carlsen, Nancy Hoffelt, Tom Carlin, Charley Archambault, Jon Gilbert, Enid Dangerfield, Louise Dauphinais	**Denver, CO: June 26-28 Region-Wide RRT Workshop Members Present: Paula Hanrahan, Ed Salisbury, Cathy Sample, Les Dunn, Arlo Stevick

SUMMARY OF RRT ACTIVITIES

(NOTE: *=DEVELOPMENTAL SESSION; **=TEAM TRAINING OTHERS)

Attachment 2b

April-June, 1974

RRT-----→	COMMUNITY-WIDE PROGRAMMING	INDIVIDUALIZED APPROACHES TO INSTRUCTION
APRIL	*Billings, MT: April 21-22 Staff: Sheila Schroeder Members Present: Al Thoreson, Norm DeVoe, Sue Mielke, Janet Spaulding	**Rock Springs, WY: April 5 Presentation to Rock Springs Group Presentor: Terry Brattin *Fort Collins, CO: April 25-27 Staff: Jim Kincaid, Sheila Schroeder, Rosie Casey Members Present: Elaine Naccarato, Ed Gunderson, Chester Monson, Peg Fester
MAY	*Denver, CO: May 10-11 Consultant: John Snider, University of Missouri re: Needs Assessment Staff: Sheila Schroeder Members Present: Fran Thompson, Al Thoreson, Norm DeVoe, Sue Mielke, Janet Spaulding	*Denver, CO: May 17-18 Staff: Jim Kincaid Members Present: Shirley Kircher, Terry Brattin, Carlin Good, Ed Gunderson, Chester Monson, Peg Fester, Mary Rusch
JUNE	**Denver, CO: June 25-28 Region-Wide RRT Workshop Members Present: Fran Thompson, Al Thoreson, Norm DeVoe, Sue Mielke, Janet Spaulding, Phil Sheller, Kay Dimick	**Mandan, ND: June 5-6 Presentation at ND State ABE Conference Members Present: Eloy Martinez, Shirley Kircher, Terry Brattin, Carlin Good, Elaine Naccarato, Chester Monson, Peg Fester **Denver, CO: June 26-28 Region-Wide RRT Workshop Members Present: Elaine Naccarato, Shirley Kircher Carlin Good, Terry Brattin, Mary Rusch, Peg Fester Chester Monson, Ed Gunderson, Art Terrazas

SUMMARY OF RRT ACTIVITIES

(NOTE: *=DEVELOPMENTAL SESSION; **=TEAM TRAINING OTHERS)

Attachment 2c

April-June, 1974

78 RRT----->	RECRUITMENT/RETENTION	MEDIA
APRIL	**Rock Springs, WY: April 5 Presentation to Rock Springs Group Presentor: Jim Burgon	
MAY	*Denver, CO: May 24-25 Staff: Jim Kincaid Members Present: LaVerne Johnson, Jim Burgon Bill Shupe, Jim Allen	*Denver, CO: May 9-10 Staff: Ginny Ricard Members Present: Bob Hoffman, Mona Swanson, Dale Sattler
JUNE	**Mandan, ND: June 6 Presentation at ND State ABE Conference Members Present: LaVerne Johnson, Jim Burgon Bill Shupe **Denver, CO: June 26-28 Region-Wide RRT Workshop Members Present: LaVerne Johnson, Jim Burgon, Bill Shupe, Larry Abplanalp	**Denver, CO: June 26-28 Consultant: Bev Martinez, Channel 2 TV-Denver, re: TV and Adult Education Members Present: Russ Mouritsen, Bob Hoffman, Mona Swanson, Dale Sattler

83

SUMMARY OF RRT ACTIVITIES

(NOTE: *=DEVELOPMENTAL SESSION; **=TEAM TRAINING TIERS)

Attachment 2d

April-June, 1974

RRT----->	TRAINING	ADULT TEACHING AND LEARNING
APRIL	*Fort Collins, CO: April 25-27 Staff: Jim Kincaid, Sheila Schroeder, Rosie Casey Members Present: Mose Charging Thunder, Tena Hanes, Carolyn Good, Dick Jaeger, Brent Wallis	*Fort Collins, CO: April 25-27 Staff: Jim Kincaid, Sheila Schroeder, Rosie Casey Members Present: Paul Butterfield, Lucy Stromquist, Marjorie Ganje, Ruth Darlington
MAY	*Salt Lake City, UT: May 16-18 Staff: Ginny Ricard Members Present: Carolyn Good, Dick Jaeger Tena Hanes, Brent Wallis	*Salt Lake City, UT: May 16-18 Staff: Ginny Ricard Members Present: Paul Butterfield, Luch Stromquist, Marjorie Ganje, Ruth Darlington
JUNE	*Denver, CO: June 7 Staff: Sheila Schroeder Members Present: Carolyn Good, Dick Jaeger, Tena Hanes, Dorothy Langemo, Brent Wallis **Denver, CO: June 26-28 Region-Wide RRT Conference Members Present: Carolyn Good, Dick Jaeger, Brent Wallis, Tena Hanes, Dorothy Langemo	**Denver, CO: June 25-28 Region-Wide RRT Conference Members Present: Paul Butterfield, Lucy Stromquist, Marjorie Ganje, Ruth Darlington